DOCUMENT RESUME

ED 030 745 VT 008 794

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Development and Evaluation of a Curriculum of Wage Earning Occupation. Final Report.

Altoona Area School District, Pa.

Spons Agency-Pennsylvania. State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jun 69

Note-84p.

Available from-Altoona Area School District, 1415 Seventh Avenue, Altoona, Pennsylvania 16603

EDRS Price MF-$0.50 HC-$4.30

Descriptors-Clothing Instruction, *Comprehensive High Schools, *Curriculum Development, *Curriculum Evaluation, Curriculum Guides, Foods Instruction, Maids, *Occupational Home Economics, Questionnaires, Records (Forms), Secondary Grades, *Service Occupations

Identifiers-Altoona Area High School, Pennsylvania

A 3-year curriculum to be offered by a comprehensive high school to prepare graduates for a wide range of occupations growing out of the knowledge and skills of home economics was designed and implemented. The following curriculum was developed: (1) sophomore year--English, American history, biology, mathematics, orientation to the working world and introduction to clothing construction, typing, and physical education, (2) junior year--English, problems of democracy, recordkeeping and institutional housekeeping, food preparation and quantity foods, clothing workshops, and physical education, and (3) senior year--English, world cultures, health (elective), work experience in two areas, and physical education. Thirty-seven students participated in the program the first year, 81 the second year, and 81 the third year, and changes resulting from evaluation were incorporated each year. It was concluded that boys and girls with varying levels of ability can be trained in occupations growing out of home economics knowledges and skills and that a 2- or 3-year curriculum can be implemented in the comprehensive high school. (JK)

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FINAL REPORT

DEVELOPMENT AND EVALUATION OF A CURRICULUM OF WAGE EARNING OCCUPATION

PROJECT VEI - 18047

LUELLA L. CARN

MARY ELIZABETH MORROW

ALTOONA AREA HIGH SCHOOL

ALTOONA, PENNSYLVANIA

JUNE 1969

PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION

BUREAU OF VOCATIONAL TECHNICAL AND CONTINUING EDUCATION

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ACKNOWLEDGEMENTS

We wish to thank the following for their assistance, cooperation, and inspiration:

Altoona Area School District Personnel

Miss Mary E. Lowther, Supervisor Home Economics Education

Dr. Thomas Heslep, Superintendent

Dr. Ardell Feeley, Assistant Superintendent

Mr. Raymond Hoffman, Coordinator of Secondary Education

Dr. Thomas Long, Director of Guidance and Research

Pennsylvania Department of Public Instruction

Miss Anne Eifler, Supervisor of Home Economics Education and School Food Services

Mrs. Clio Reinwald, former Supervisor

Mr. Clarence A. Dittenhofer, Research Associate from the Department of Public Instruction

Finally, we are indebted to Miss Norma Weston of the Bureau of Employment Security, the members of the advisory committee, and the employers who trained the seniors.

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ABSTRACT

This was a three-year pilot program in Supervised Food Service, Clothing and Home Decorating Services, and Housekeeping Aides for boys and girls with varying levels of ability who had an interest in these areas of service.

A three-year curriculum for wage earning was developed as part of an expanded vocational home economics program. The program was designed to determine if a curriculum could be planned for the comprehensive high school which would offer a wide range of opportunities in job placement growing out of the knowledge and skills of home economics.

After a study had been made of the needs of the community, it became apparent that in the Greater Altoona Area there were a number of institutions, hospitals, school cafeterias, and commercial establishments who needed qualified, trained food service workers or institutional housekeeping aides. There were also opportunities for students trained in the knowledge and skills of clothing construction techniques in department and clothing specialty stores. Likewise, a need was shown for persons trained in the textile field as it is related to the techniques needed for home decoration.

An advisory committee was formed and the following objectives evolved:

1. To expand the vocational home economics program to meet the needs of a larger group of students
2. To develop a three-year curriculum which will train both boys and girls, for wage earning occupations growing out of the knowledge and skills of home economics
3. To determine the length of time needed for an adequate training program in wage earning occupations related to home economics
4. To test the value of providing training in more than one occupational skill

Taking into consideration the requirements for graduation from high schools in Pennsylvania the following curriculum for wage earning occupations was developed:

Sophomore Year:

English II

American History

Biology

Mathematics

Wage Earning I - Orientation to the Working World - Clothing I

Typing I

Physical Education

Junior Year

English III

Problems of Democracy

Recordkeeping - Institutional Housekeeping

Food Preparation - Quantity Foods

Clothing II - Clothing Workshop

Physical Education

Senior Year

English IV

World Cultures

Health - Elective

Work Experience in two of the three areas

Physical Education

The program was under the direction of the home economics department. Subject areas were included to provide a broad background of general knowledge and skills for the various services. A special course was developed and taught by the mathematics department to meet the needs of the group. Typing was required of all students entering the program in the sophomore year and was taught by the Business Education Department.

Various devices were used in teaching the wage earning program, including text and reference books, student-teacher conferences, visual aids, lectures, discussions, demonstrations, laboratory practice, resource personnel, field trips, and supervised "on the job training" during the senior year.

The program began in the 1966-67 school term. The tenth grade students electing this program were first interviewed by their home economics teachers and were recommended to the guidance staff for further counseling. Sixteen students were accepted for the program. Twenty-one eleventh grade students were interviewed and selected by the guidance staff to begin the program for the 1966-67 school term. Having a tenth and eleventh grade group helped to determine the length of time necessary for adequate training in a cluster of wage earning occupations.

At the close of the first year the following curriculum changes were made:

1. The content of the sophomore course Orientation to the Working World and Introduction to Clothing Construction was divided. The sophomore course serves as an introduction to the three areas of the wage earning program. Orientation to the Working World became part of the senior curriculum.
2. A change was made in the schedule of the junior year to provide a better learning situation. One semester was devoted to training in recordkeeping and food services. The other semester was in clothing and home decorating services and institutional housekeeping aides.
3. The lunch room tested the first year was adopted for the food service program.
4. As mentioned previously the Orientation to the Working World became part of the senior curriculum. It was obvious that an understanding of the laws and regulations pertinent to the employees in the various services of the wage earning program would be of greater value

and more meaningful to the students if studied prior to the supervised work experience of the senior year.

Eighty-one students enrolled the second year of the program. There were twenty-six sophomores, thirty-two juniors, and eighteen seniors. Students had the opportunity to enroll the beginning of either the sophomore or junior year.

After conferences with the "on the job training" employers, it was recommended that better training could be given if the students would specialize in the area of their interest. The employers stated that they just had the employee trained, when the employment was terminated and a new student was assigned for training. The paper work involved in providing the students with two training experiences in one year became a problem.

At the close of the second year the following curriculum changes were made:

1. The students selected one of the three training areas. Either food services or clothing and home decorating services were selected. They studied in that area for the year. This afforded a better opportunity to train and develop their skills and speed. Institutional Housekeeping was not selected because it provided no challenge for the average student. Apparently a program should be developed in this area for the slow learner.

Eighty-eight students were enrolled in the third year of the program. There were twenty-six seniors, forty-two juniors, and twenty sophomores. The juniors trained in their chosen area. We will not be able to determine the effectiveness of additional training until these students complete their "on the job training" next year. In the school term 1968-69 the seniors were trained by one employer for seventeen weeks. The employers approved the revised training program.

In the three years the findings were as follows:

1. The cluster program as first conceived did not provide adequate training for a salable skill. Students are not necessarily talented

or interested in all three areas. In a cluster program only the very basic skills can be covered and the students learn a little about many areas but not much about any one area.

2. Boys and girls with varying levels of ability can be trained in wage earning occupations growing out of the knowledge and skills of Home Economics.
3. A two or three year curriculum can be successfully developed and implemented in a comprehensive high school to train for wage earning occupations related to home economics.

METHODS AND PROCEDURES

Problem

A school district study of the Greater Altoona Area revealed that there were a number of institutions, hospitals, school cafeterias, and commercial establishments who needed qualified, trained food service workers or institutional housekeeping aides. The study also indicated there were opportunities for students trained in the knowledge and skills of clothing construction techniques in department and clothing specialty stores. Likewise, a need was shown for persons trained in the textile field as it is related to the techniques needed for home decoration.

The problem was to design a curriculum for a comprehensive high school that would prepare graudates for a wide range of occupations growing out of the knowledge and skills of home economics.

Objectives

1. To expand the vocational home economics program to meet the needs of a larger group of students
2. To develop a three-year curriculum which will train both boys and girls for wage earning occupations growing out of the knowledge and skills of home economics
3. To determine the length of time needed for an adequate training program in wage earning occupations related to home economics
4. To test the value of providing training in more than one occupationsl skill

Procedures

Conferences were held with Dr. Thomas Heslep, Superintendent of the Altoona School District during the school year 1964-65 to discuss the possibility of a wage earning program growing out of the knowledge and skills of home economics.

In the early summer of 1965 Miss Mary E. Lowther, Supervisor of Home Economics for the Altoona School District and Dr. Thomas Heslep, met with Mrs. Clio Reinwald, Supervisor of Home Economics Education and School Food Services and Miss Anne E. Eifler, her assistant to discuss the possibility of such a program.

In August of 1965 a qualified teacher interested in developing such a program was secured. Plans for the program were completed, personnel selected, a course of study developed, and conferences continued until the spring of 1966 when the plans were approved. The advisory committee for the project was called together to review the plans and make suggestions.

The program was initiated in September 1966 with a sophomore and junior class. In the spring of 1966 the ninth grade students electing this program were interviewed by their home economics teachers and were recommended to the Junior High School guidance staff for further counseling. Sixteen students were accepted for the program. Twenty-one tenth grade students were interviewed and selected by the High School guidance staff to begin the program during the 1966-67 school term.

The first year the sophomore class continued with the required subjects and in addition were taught a course in Orientation to the Working World and Introduction to Clothing Construction. The Business and Mathematics departments developed and taught special courses in typing and mathematics for the wage earning students. The juniors had one semester of recordkeeping, one semester of institutional housekeeping, a year course in clothing construction and tailoring, and a double period a day for a year in food preparation as well as the required subjects. In conjunction with the normal classroom instruction for the juniors, the following field trips were taken.

Altoona Hospital: Food Service, Housekeeping, and Laundry

The A & P Warehouse: Meat, Produce, Groceries and Bakery

Strohmann's: Bakery

Also representatives from alteration and interior decorating departments of local stores gave demonstrations.

In the Orientation to the Working World, people from the following offices gave informative talks, showed films, and answered questions pertaining to their particular field: The personnel director from the Veterans Administration Hospital, representatives from the Bureau of Employment Security, Social Security, Department of Labor Bureau of Women and Children, and from Altoona Department of Sanitation.

At the close of the first year the following curriculum changes were made:

1. The content of the sophomore course Orientation to the Working World and Introduction to Clothing Construction was divided. The sophomore course serves as an introduction to the three areas of the wage earning program. Orientation to the Working World became part of the senior curriculum.
2. A change was made in the schedule of the junior year to provide a better learning situation. One semester was devoted to training in recordkeeping and food services. The other semester was in clothing and home decorating services and institutional housekeeping aides.
3. The lunchroom tested the first year was adopted for the food service program.
4. As mentioned previously the Orientation to the Working World became a part of the senior curriculum. It was obvious that an understanding of the laws and regulations pertinent to the employees in the various services of the wage earning program would be of greater value and more meaningful to the students if studied prior to the supervised work experience of the senior year.

Eighty-one students enrolled the second year of the program. There were 26 sophomores, 32 juniors, and 18 seniors. Students had the opportunity to enroll the beginning of either the sophomore or junior year. The newly developed sophomore course Orientation into the Areas of Wage Earning was better received by the students. Sophomore students are not interested enough in the working world to have continued the course Orientation to the Working World.

In the junior year one semester of four periods a day was devoted to training and recordkeeping in food services. The other semester included: clothing, home decorating services, and institutional housekeeping aides. This schedule allowed for a better learning situation.

The seniors were placed on two different jobs for 12 weeks each. The cooperating employers are listed in appendix A.

After conferences with the "on the job training" employers, it was recommended that better training could be given if the students would specialize in areas of their interest. The employers stated that they just had the employees trained, when the employment was terminated and a new student was assigned for training. The paper work involved for the students on two training experiences in one year became a problem. For each training experience it is necessary to have a worker's permit or proof of age certificate: a written agreement between employer, parent, student, and school according to the Child Labor Law in order that the students may operate all types of equipment; also to have the students employed at a student learner wage, it is necessary in many cases to fill out an application for student learner wage certificates from the United States Department of Labor. Therefore, the close of the second year the following curriculum change was made:

1. The 11th grade students selected one of the three training areas. Either food or clothing and home decorating services were selected. They trained in that area for the year. This afforded a better opportunity to train and develop their skills and speed. Institutional

Housekeeping was not selected because it provided no challenge to the average student. Apparently a program should be developed in this area for the slow learner.

2. The seniors were placed on only one job experience for 18 weeks.

Eighty-one students were enrolled in the third year of the program. There were twenty-six seniors, forty-two juniors, and twenty sophomores. The juniors trained in their chosen area. We will not be able to determine the effectiveness of additional training until these students complete their "on the job training" next year. In the school term 1968-69 the seniors were trained by one employer for seventeen weeks. The employers approved the revised training program.

With the change in the scheduling of the Junior Wage Earning class, the food service curriculum was enlarged to meet the needs of a larger variety of food service occupations. The lunchroom was continued the first semester with three different menus offered each day. The second semester the class had a "take out" service for four weeks, preparing foods to be taken home. Foods were "ready to eat" or of the "heat and serve" variety. The lunchroom was reopened for the last 12 weeks with two menus and a short order or ala carte menu. (a change even after the curriculum was written the last time, January 1969) The year opened with the class serving three lunch periods of 19 people each plus the class of 24. The second semester another lunch period was added.

With the revised curriculum in clothing and decorative services, the students were able to develop their skills and techniques preparing them for the service occupation field. They were taught to construct, alter and maintain custom and ready-to-wear clothing and furnishings for consumers. Emphasis was on construction and alterations techniques involving stitching, basting, and related work required to join, shape, decorate, and finish garments and home furnishing items, and to adapt it to the individual and repair.

Representatives from local stores gave demonstrations in altering and slip cover procedures. In conjunction with classroom instruction, field trips were taken to Butterick Pattern Company plant, Roaring River Mills fabric outlet store, and the Wolf Furniture Store.

EVALUATION

Evaluation sheets were developed with the help of Dr. Thomas Long, Director of Guidance and Research of the Altoona Area School District. These sheets were completed by the employer, parent, and student. Since only 15 student, 10 parent, and 5 employer evaluations were returned in May 1968, the number was not significant. The sheets were tabulated and filed to be included with the sheets returned in May of 1969. At that time there was a total of 36 student, 28 parent, and 18 employer sheets completed.

During February 1969 the teachers developed a sheet to evaluate the "on the job training" program from the students' point of view. There were 21 of these sheets completed.

The results of the wage earning study evaluation sheets showed an overwhelming number of students, parents, and employers satisfied with the program. (The percentages are given in the appendix.)

They stated that the teachers were competent, interested in the students, and taught in light of the pupils' backgrounds. A decided majority indicated that the students' interest in the program had grown, that the expenses were fair, and that the students understood more what was expected of a young adult in the labor market.

The parents and employers specified school had become more meaningful since the students enrolled in the program, even though only fifty percent of the students indicated they agreed.

Fifty percent or slightly over of the students and employers expressed that the program had made the students more sincere and conscientious in their school work or influenced their decision to remain in school. However, better than thirty percent of the employers left these questions unanswered. A greater number of the parents indicated that they agreed with these statements.

Better than half of the people agreed that the students would have appreciated the opportunity to have chosen one of the areas instead of taking courses in all three areas. (They now have this opportunity.)

An overwhelming majority of all participating agreed that the students had become more aware of the differences in individuals and the need to get along and work together. They also stated that the students had a greater chance for employment and that the parents were in agreement with the potential fields of employment.

All agreed that the program would contribute to the students' homemaking skills as well as qualifying them as wage earners.

The majority indicated that the field trips taken, the equipment and facilities used were satisfactory. However, it was also expressed that more field trips could be taken and resource persons invited to give demonstrations.

Greater number marked that the wage earning students were regarded as equals and that the employers were satisfied with the skills learned.

The students completing the "on the job" training evaluation sheets indicated that for the most part they were satisfied with their training. They did declare that they would have liked to have worked more hours and made more money.

Following graduation in June 1968 nine of the fifteen seniors were employed in occupations for which they were trained. Three left our community, one attended beauty school, and two sought employment.

Of the twenty-one seniors graduating in June of 1969, thirteen were employed at their places of training. Three were going to remain at home or travel for the summer and five were not able to decide what they wanted to do. Six of the last eight could have stayed at their place of training if they had so desired.

It is planned to keep in touch with the graudates for five years following graduation. In January 1969, a survey was taken of the 1968 graduates. Fourteen of the fifteen questionnaires were returned. Five were still employed in wage earning occupations and one in a related occupation. Three were unemployed because of marriage or illness, two were receiving training in other areas, and one was looking for employment.

CONCLUSIONS AND RECOMMENDATIONS

The cluster program did not provide adequate training for a salable skill. Students are not necessarily talented nor interested in all three areas. In a cluster program only the very basic skills can be taught and the students learn a little in many areas but not much in any one area.

The needs of boys and girls with varying levels of ability can be met in wage earning occupations growing out of the knowledge and skills of home economics. This training can be offered in a two or three year curriculum in a comprehensive high school.

The following recommendations are submitted:

1. The wage earning program should be a two year curriculum.
2. The students for this type program should be selected with much consideration of attendance, congeniality, perseverance, and tenacity.
3. The students should be afforded the opportunity to select the area of their choice.
4. Each senior student should be placed in only one "on the job" training center.

APPENDIX

PROJECT VEI - 18047

WAGE EARNING CURRICULUM

ALTOONA AREA SCHOOL DISTRICT

Altoona, Pa.

ADVISORY COMMITTEE
WAGE EARNING CURRICULUM
ALTOONA AREA SCHOOL DISTRICT

Mr. Martin Delancy
Assistant District Manager
Pennsylvania State Employment Service

Miss Norma Weston
Employee
Pennsylvania State Employment Service

Mr. Lawrence Flannigan
Assistant Director
Altoona Hospital

Mrs. Emma Loomis
Director of Housekeeping
Penn Alto Motor Hotel

Mr. Richard Monk
Manager Altoona Store
Sears, Roebuck and Co.

Miss Bernice Ross
Director of Food Services
Veterans Administration Hospital

Mr. William Dean
Personnel Director
Veterans Administration Hospital

Miss Hazel Ross
Director of Housekeeping
Holiday Inn - Altoona

Mr. Stanley Truby
Manager
Wm. F. Gable Co. Department Store

Dr. Ardell Feeley
Assistant Superintendent
Altoona Area School District

Mr. Edgar Brooks
Principal
Altoona Area High School

Mrs. Grace Epright
Guidance Counselor
Altoona Area High School

Miss Eleanor Long
Director of Cafeterias
Altoona Area School District

Miss Mary Lowther
Supervisor of Home Economics
Altoona Area School District

Mr. Raymond Hoffman
Coordinator Secondary Curriculum
Altoona Area School District

Secondary Curriculum Studies

Home Economics Education
in the
Senior High School
Wage Earning Program

Altoona Area School District
Altoona, Pennsylvania
1969

Personnel

Dr. Thomas R. Heslep	Superintendent of Schools
Dr. Ardell Feeley	Assistant Superintendent of Schools, Instruction
Raymond N. Hoffman	Coordinator of Secondary Instruction
Mary E. Lowther	Supervisor of Home Economics

Home Economics Faculty

Wage Earning Program
Mary E. Lowther, Head

Mrs. Luella Carn

Mrs. Mary Morrow

Mrs. Deanna Newman

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Introduction

Purpose

The Wage Earning Program of the Altoona Area High School is planned to provide training for wage earning occupations growing out of the knowledge and skills of home economics.

Curriculum

Sophomore Year
English II
American History
Mathematics
Biology
Wage Earning I
Typing
Physical Education

Junior Year
English III
Problems of Democracy
Wage Earning II
Select one { Food Services / Clothing & Home / Decorating Services }
Physical Education

Senior Year
English IV
World Cultures & Modern World Affairs
Health - Elective
Wage Earning III
"On-The-Job" training
Physical Education

WAGE EARNING I

Wage Earning I
Clothing
Tenth Grade
A semester course
Exploratory year course Clothing
and Foods

General Objectives

To develop an understanding of the nature and scope of the work of a clothing maintenance specialist
To learn to know and use the basic principles of color, line, and design as applied to fabric and selection
To understand the characteristics and properties of today's fabrics and the standards used in judging them
To develop skill in the use and care of the sewing machine and other sewing equipment
To develop skill in the construction of garments involving basic sewing techniques

Specific Goals	Learning Concepts	Activities
To develop an understanding of the nature and scope of the work of a clothing maintenance specialist	The employee must realize the importance of the job and be able to do the job well.	List job opportunities
To learn to know and use the basic principles of color, line, and design as applied to fabric and selection	Being well dressed means wearing clothes that suit you and your life, the things you do, and the places you go.	Select an outfit showing proper clothing for each one of your activities.
	To be properly dressed we must understand what line and design do to the figure.	Find examples of four kinds of lines and note what they do to the figure.

Specific Goals	Learning Concepts	Activities
		Study current magazines to see which styles, fabrics, and colors are appropriate for different ages.
	Personal coloring should influence your selection of the colors you wear.	Test color samples of material to select which is best for you. Find colored pictures showing examples of color harmonies and their effects.
To understand the characteristics and properties of today's fabrics and the standards used in judging them	Knowledge of fabrics is increased by examining the fiber, yarn, and cloth.	Bring to class as many different samples of material as you can find. Identify their characteristics, performance, and uses.
	A knowledge of vocabulary is necessary to understand today's fabric and textile market.	Bring in labels from garments to be examined. Define the words unfamiliar to you.
To develop skill in the use and care of the sewing machine and sewing equipment	A knowledge and understanding of the sewing machine and sewing equipment is essential for safety and proper performance.	Demonstrate the parts of the sewing machine and the use of its attachments. Construct a sample using as many of the machine attachments as possible. Test yourself on labeling the machine parts on a chart. List and practice the rules of safety.
	It is important that we know how to select and use the various sewing equipment.	Demonstrate and practice using the following sewing and pressing equipment: 1. Iron 2. Ironing and sleeve board 3. Seam gauge 4. Scissors and shears 5. Tape measure 6. Pressing cushion 7. Seam and point board 8. Markings
To develop skill in the construction of garments involving basic sewing techniques	The construction of the first garment involves simple sewing techniques.	Select a pattern and fabric for a cotton dress involving the following: 1. Sleeves, collar, zipper, fastenings, facing, and hem.

Specific Goals	Learning Concepts	Activities 4
		2. Study the guide sheet, envelope, and make pattern alterations lay-out before cutting the garment. 3. Construct garment. 4. Evaluate your dress according to an evaluation device.
	The construction of additional garments develops competence in the skills and techniques of clothing construction.	Select fabric and a pattern requiring new and more difficult techniques. Follow the procedure for preparation, construction, and evaluation as used in first garment.

Wage Earning I
Foods
Tenth Grade
A semester course
Exploratory year course Clothing
and Foods

General Objectives

To understand the importance of a good attitude toward work and others
To acquire a desire to strive for high standards of workmanship
To learn to plan, prepare, and serve attractive, nutritious, and satisfying meals
To develop the skill to organize work so as to save time, labor, and energy

Specific Goals	Learning Concepts	Activities
To gain a knowledge of the opportunities available in the area of food service	There is great need for those skilled in food preparation and service.	Invite personnel food service to explain types of work and opportunities available. Visit food service institutions.
To learn to work together cooperatively	Cooperation among fellow students is a key to successful operation of a group.	Analyze your work habits throughout the course and make improvements where needed.
To learn to appreciate the importance of courtesy and good manners at all times	Being courteous and well mannered is an asset.	In chart form make a check list for good manners. Check the ones you need to improve. At stated intervals check your manners and evaluate your progress.
To acquire a desire to strive for high standards of workmanship	Accurate weight and measures are essential to food preparation.	Learn commonly used weights and measures.

Specific Goals	Learning Concepts	Activities
	There are techniques to follow for success in food preparation.	Learn the principles of cooking with: 1. Starch products 2. Milk products 3. Protein foods 4. Egg products 5. Thickening agents 6. Leavening agents
To understand the basic rules for the selection of table appointments, table setting, and service	Table appointments, setting, and service should be in good taste.	Set the table and practice different ways to serve menus.
	Table etiquette is important at every meal.	Discuss table etiquette to follow when at home and in public.
To learn to plan, prepare, and serve economical, nutritious, attractive, and satisfying meals	Each family has a pattern of living which influences the planning of family meals.	List and discuss the factors influencing the planning of family meals.
	A balanced diet provides the body with the essential nutrients for good health.	List the essential nutrients needed by the body, their function and use.
	The "Basic Four" food groups classify food and their contributions to the body.	Define "balanced diet" and discuss the effects of an unbalanced diet. Using the "Basic Four" food group, plan a week's menu for your family.
To develop the skill to organize work so as to save time, labor, and energy	Efficient organization is necessary in order to save time, labor, and energy.	During the course, plan, prepare, and serve a series of breakfasts, luncheons, and dinners following the procedures listed below: 1. Review menus and recipes 2. In chart form a. List supplies, equipment, and table appointments. b. Make a market order. c. Prepare a work and time schedule, listing assignments for each student. d. Calculate cost. 3. Prepare and serve a meal. 4. Make an evaluation.
	When planning menus, it is important that the amount of time required to prepare and serve a meal be given thought.	

WAGE EARNING II

Wage Earning II
Clothing and Home Decorating Services
Eleventh Grade
A year course

General Objectives

To develop greater proficiency in the construction, alteration, and fitting of garments for the consumer
To acquire a desire for high standards of workmanship
To understand the characteristics, use, and performance of various fabrics
To develop desirable standards for the selection of both fabrics and dress
To learn skills and techniques used in making slip covers and drapes, which will add to family comfort and economy
To gain experience in the use of the power sewing machine

Specific Goals	Learning Concepts	Activities
To learn the opportunities in the field of clothing services	Individual interests and abilities determine the selection of employment.	List type of opportunities for employment in the clothing field. List personal qualifications, educational and training requirements for the various clothing services. Select the area of greatest interest and investigate in detail. Visit a clothing manufacturing plant.
To learn to operate sewing machine--Singer "touch and go" and power machine, and other sewing equipment	The operation and use of sewing equipment must be understood for safety and performance.	Demonstrate the proper methods of pressing and use and care of an iron.
	The pressing of garments requires special attention.	Follow the correct pressing procedures on all garments.

Specific Goals	Learning Concepts	Activities
		1. Press with warp to avoid stretching 2. Use a press cloth when necessary 3. Distinguish between ironing and pressing
	It is important to become familiar with the parts of the sewing machine to achieve the best results.	Learn the parts of the sewing machine and their use. Practice threading the machine and stitching.
	Tailor tacks, tracing wheels, and carbon papers are used for making details during constructing.	Demonstrate the making of tailor tacks, marking the carbon paper and a tracing wheel.
	Small equipment needed for sewing includes scissors, tape measure, needles, pins, and thimble.	Explain use of small equipment.
To learn to sew by hand	Hand sewing is important for finishing touches in making a garment and alterations.	Practice the various hemming stitches, sewing on snaps, hooks and eyes, buttons, and belt keepers.
To plan a wardrobe to meet the needs of each individual student	An inventory of one's individual wardrobe must be made to find out what is needed.	Inventory wardrobe according to outline as follows: 1. color 2. type 3. condition 4. repairs
	Clothing should be considered according to entire costumes and seasons.	Put garments into categories according to occasions and season. List clothes needed. Decide which to make or buy.
	Fads are expensive.	List current fads. Discuss the advisibility of spending money on fads.
To construct two or more dresses that involve simple sewing technique	The selection of patterns, materials, and construction of garments provides an opportunity to develop skills.	1. Select patterns to include the following: sleeves, collar, facings, hems, belts, joining bodice and skirt, zippers, and machine-made buttonholes.

Specific Goals	Learning Concepts	Activities 10
		2. Learn to understand a guide-sheet envelope, simple adjustments, and lay-out before cutting the dresses. 3. Evaluate the dresses according to guide sheet. How do they compare? 4. Wear completed dresses to class for all to see and evaluate.
To understand the characteristics, performances, and uses of animal, vegetable, and man-made fibers	A knowledge of various fabrics is necessary.	Identify their characteristics, performance and uses. Make a card file on as many samples as can be found. List and define: 1. Yarn dyed 2. Filament 3. Sanforized 4. Twill 5. Thermoplastic
	Labeling is for our protection in the care of fabrics and garments.	Bring labels from material and garments to be examined. Make a list of information desired on a label.
	Proper care of stains and their removal gives longer performance of garments.	Demonstrate stains and their removal in determining the best methods to use.
To construct a garment for a class member	The construction of a garment for another requires raising one's standards of construction to meet approval of another.	Make pattern selection that will challenge the skill of making the garment. Evaluate the dresses accordingly to guide sheet. Wear completed dress for class to see and evaluate.
To learn the techniques involved in tailoring	It is important to know how to select and work with materials suitable for the making of coats and suits.	Select a pattern for a coat or suit.
To construct a coat or suit of wool using the techniques of tailoring	To learn to line a coat or suit is important in tailoring.	Select wool suitable for pattern. Study guide sheet and follow it closely as garment is constructed.

Specific Goals	Learning Concepts	Activities
		Make samples of bound-button holes. Wear garment for class evaluation.
To construct a child's outfit	Various procedures are used to construct children's garments.	Select patterns with mother's approval for garments to be made. Learn to make seams best for children's clothes---flat-fell, topstitched, tucked, French, and piped seam. Learn the techniques of shirring, smocking, and tucking. Evaluate according to guide sheet.
To construct a garment using man-made fibers and the more complex construction techniques	Construction of a garment of synthetic fabric requires an even greater skill in the sewing techniques than other fabrics.	Construct a dress of synthetic fabric. Follow guide sheet and work as much as possible on your own. Wear dress for class evaluation.
To recognize the quality of materials and construction of ready-made garments	A wise consumer understands fabrics and recognizes a well-constructed garment.	List types of stores in our community that sell ready-made clothing. Give reasons for shopping at these various stores.
	Shopping etiquette is important.	Observe three shoppers and report on their etiquette. Visit a store and see well-made, poorly-made, expensive, and inexpensive garments.
To construct a garment for an adult family member (mother or sister)	Skill and confidence needed for success in business is developed through practice.	Pattern, material, and notions, are to be supplied by the costumer. Construction will be done in class; fitting done in the home. Alterations in class with teacher help and guidance.
	Success in the business world depends on the satisfaction of the customer.	Garment will be evaluated by the "customer", the proprietor of the business, and the teacher.
To fit and alter is a highly specialized business	Fitting and altering ready-made clothing involves specialized techniques.	Invite a professional alterer to demonstrate the techniques of altering ready-made clothes.

Specific Goals	Learning Concepts	Activities	12
		Students demonstrate the following: 1. Two methods of pinning: a. lap and pin fit b. hold up method 2. Two methods of marking: a. pin b. chalk 3. Follow the general procedures for most alterations: a. pin the correction b. mark the pinned line on the wrong side c. remove pins d. rip what is necessary e. re-pin correct line matching markings f. complete related alterations	
	An alterer must know how to fit and alter a garment to meet the customer's needs.	Demonstrate the techniques for the following altering problems: 1. Skirt a. Fit at hips b. Fit at side seam c. Fit at waistline d. Hem 2. Bodice a. Shoulder seam fitting b. Underarm dart c. Neckline too high and tight, gaping, etc.	
To understand the use of line and design in home decorating	The laws of line and design are used to create beauty.	Demonstrate the principles of line and design in fabrics for the home. Find pictures in magazines illustrating the use of each law.	
To develop an awareness of color and its influence in home furnishing	Color has three dimensions.	Define the meaning of hue, value, and intensity of color. Use a color wheel to review neighboring color harmonies.	

Specific Goals	Learning Concepts	Activities
To understand the importance of background areas in a room	Windows are the eyes of your home.	List and discuss the various types of windows in use today. Identify terms used in window treatment from pictures.
	There are rules to observe in the selection of plain or figured curtains and drapes.	Make a list of do's and don't's for plain and figured curtains or drapes. Compare prices of drapes in stores and catalogues according to styles.
To understand the basic principle and techniques in making draperies	Accurate measuring is necessary in making drapes.	Make draperies for home or school. Practice measuring windows to determine yardage required for finished drapes. Invite an interior decorator to discuss the importance of backgrounds in home decorating.
To gain experience in the knowledge and use of the power sewing machine	The use of the power sewing machine is valuable for sewing special items.	Practice straight stitching. Construct a garment bag, using the power machine.
To understand the basic principles and techniques involved in making slip covers	The construction of slip covers requires accurate measuring and fitting.	Invite a representative to demonstrate measuring, cutting, and fitting a slip cover. Make a pillow using slip cover techniques.
To learn the basic principles and techniques involved in upholstering	Skill and accuracy are important in upholstering.	List the advantages of reupholstering furniture. Demonstrate tying springs and reupholstering a chair seat. Make a diagram of a room to scale using the laws of color, line, and design. Decorate the room and mount samples of drapery material, rugs, wall covering, and pictures of furniture. Write a paper explaining your plan and selections.

Home Economics Education

Wage Earning II
Food Service
Eleventh Grade
A year course

General Objectives

To learn the basic knowledge and skills of quantity food preparation, service, and the methods for calculation of food cost
To understand the importance of safety, sanitation, personal grooming, and hygiene
To comprehend the use and care of food service equipment and tools
To develop the appreciation of the importance of a good attitude toward work and other employees
To acquire a desire for high standards of workmanship

Specific Goals	Learning Concepts	Activities
To learn the employment opportunities in the local area and in other sections of the country	Properly trained workers are needed locally and in other areas.	Discuss the different job openings available a. Students bring clippings from the want-ads of local and city papers relative to food service openings.
To understand the importance of personal hygiene and grooming	A person must be well groomed to be accepted in this working world. Food should be handled only by healthy, well-groomed workers.	Observe and report on the dress and work habits in five different types of food service operations. Develop a list of proper dress and good work habits. Discuss the importance of personal body cleanliness.

Specific Goals	Learning Concepts	Activities
		List and report on communicable diseases transmitted through food.
To know that sanitary conditions are essential to food service operations	Regular, thorough cleaning is needed to provide sanitary conditions. Adequate refrigeration and care in handling food is needed to prevent food poisoning.	Observe and report on cleaning procedures in five food service establishments. Set up cleaning schedule for the foods laboratory. Discuss food poisonings and their prevention. List methods of handling food during preparation and service. Practice sanitary methods in the foods laboratory.
To develop an understanding of food service terms and language	Learning to use the terms and language is essential for employment in a food service operation.	List and define terms unique to the food service industry by: a. Studying menus b. Reading trade magazines c. Examining recipe books Demonstrate the terms.
To learn to understand and follow recipes	The ability to understand and interpret recipes is necessary to succeed in a food service operation.	Study various quantity food recipes. Discuss and follow different directions given.
To learn to change recipes and calculate food costs	With the ability to change the recipes and figure food costs, an employee can advance to a better position.	Change recipes by increasing and decreasing ingredients. Using actual recipes and prices, figure the costs of the recipes.
To understand the symbols, abbreviations, equivalents, and the principles of weighing and measuring in quanity food preparation	The ability to weigh and measure ingredients correctly, to know the symbols, abbreviations, and equivalents is essential for successful food preparation.	Demonstrate and practice weighing and measuring various foods. Chart the symbols, abbreviations, and equivalents used in food service.

Specific Goals	Learning Concepts	Activities
To learn the procedures for the use and care of food service equipment and tools	Equipment and tools must be properly used and cared for to have maximum performance, and safe, long-lasting service.	Demonstrate, study, and practice the use and care of equipment and tools. Visit the school cafeteria to see additional equipment and how it is used. Develop safety rules for use in the foods laboratory.
To know the basic principles of meal planning and menu writing	A basic knowledge of nutrition is essential in menu planning. An adequate diet is needed to be a healthy, happy worker. Basic rules must be followed in writing menus. Descriptive words make a more interesting menu.	Learn the "Basic Four Food Groups" and how they are used in menu planning. Plan a series of menus using the "Basic Four". Keep a record of food intake for two days. Check this record against the "Basic Four". List and learn the rules for menu writing. Write three menus following the above rules List and define ten descriptive words which add interest to menus. Rewrite the above menus using descriptive words.
To know the basic rules for the selection of table appointments, table setting, and table service	There are rules to be followed in setting a table. Atmosphere and service are important for the success of a food service establishment.	Draw a diagram of a correctly set "cover". Draw diagrams showing the table settings in five food service establishments. Practice setting tables for different menus. List the rules of table service. Set a table and use mock table service to demonstrate correct procedures.
To learn the principles of food preparation	The success of a food service establishment depends upon excellent food.	Learn and practice the principles and techniques of: a. Meal cookery b. Vegetable cookery c. Soup cookery d. Sandwich making e. Salad making f. Quick breads g. Yeast breads h. Pastry cookery

Specific Goals	Learning Concepts	Activities
		i. Dessert cookery j. Milk and egg cookery k. Beverage making
To develop salable skills and techniques in quanity food preparation and service	Highly developed skills and techniques are essential for employment in food service operations.	Set up and operate a lunch room with three menus for 8 to 12 weeks. (See attached sheets). Operate a catering service for 4 to 6 weeks. (See attached sheets). Reopen the lunch room for 8 to 12 weeks, serving prepared menus, a la carte, and short order items.
To gain an understanding of the relationship of food cost, labor cost, portion control, and overhead to profit or loss in a food service operation	There are factors which determine the profit or loss in a food service operation.	Figure the profit or loss for given days in the lunch room. Explain why the prices in the lunch room can be lower than in the school cafeteria or other food establishments.
	Time is money in a food service operation.	Discuss: a. Efficient use of time b. The effect of wasted time on cost
	Accuracy and care in handling and preparation of foods are essential for profit.	Discuss: a. How improper storage causes loss of food and increases cost b. How incorrect measurements or wrong ingredients can cause the loss of a complete recipe
	Portion control causes profits to increase or decrease.	Show the effect of different size portions on food cost of: a. Canned vegetables b. Frozen vegetables c. Ground meat d. Ice cream e. Cake f. Pie

Specific Goals	Learning Concepts	Activities
To develop the appreciation of the importance of a good attitude toward work and other employees	A cooperative worker will advance more rapidly.	Observe and report how teamwork aids in different types of employment: a. Factory work b. Construction c. Food Service List the qualities of a cooperative worker.
To learn the importance of good customer relationship	The worker sets the stage for good public relations.	List ways of coping with: a. Difficult customers b. Grouchy people c. Tired people d. Complaints e. Early customers f. Late customers g. Customers without reservations

Station	Responsibilities	19

The training stations and their responsibilities for the lunch room operation are:

Manager

Plan three menus:
- a. Hot platter
- b. Soup, sandwich, salad platter
- c. Salad platter

Complete job sheets for each station.
Calculate market order.
Be responsible for all preparation, service, and cleaning.
Check leftovers.
Make a final report including:
- a. Menus (written correctly)
- b. Job sheets for each station
- c. Market order
- d. Income
- e. Expenses
- f. Profit and loss statement
- g. Evaluation of the day
- h. An original cover

Assistant Manager

Be responsible for the pre-preps-preparing foods for the following day.
Assist where needed.
Check with manager the leftovers, arrange to use what can be incorporated the following day.
Assist in drying dishes.
Be responsible for storing dishes, glasses, silver, etc.

Head Cook

Prepare, serve, and store all main dishes and sauces or gravies that go with them.
Clean and store all utensils and equipment used in preparation and service.
Be responsible for the large and small range in Unit IV and the counter between the ranges.

Assistant Head Cook

Assist the head cook in preparation.
Help with drying dishes.

Station	Responsibilities
Vegetable Cook	Prepare, serve, and store all cooked vegetables and their sauces. Clean all equipment and tools used in preparation and service. Be responsible for the steamer and storage area below. Clean the white cupboard (with can opener) and any other counters and sinks used.
Salad Cook	Prepare, serve, and store all salads and salad dressings. Clean all equipment and tools used in preparation and service. Be responsible for all counters, cupboards, sink, stove, table in Unit III, and table in Unit IV.
Assistant Salad Cook	Assist salad cook in preparation. Help do dishes.
Soup Cook	Prepare, serve, and store any soups. Assist the head cook or vegetable cook where possible. Clean any equipment and tools used in preparation and service. Be responsible for the trunion kettle and the cupboard it is attached to.
Sandwich Cook	Prepare, serve, and store any sandwiches. Help salad cook when possible. Clean any equipment and tools used in preparation and service. Be responsible for cupboards in Unit IV.
Baker-Dessert Cook	Prepare, serve, and store any breadstuffs and desserts. Clean tools and equipment used in preparation and service. Be responsible for cupboards, counters, sinks, table and stove in Unit I. Be responsible for mixer and stand.
Assistant Baker-Dessert Cook	Assist the baker-dessert cook. Help with dishes.
Preprep	Prepare and store food needed for the following day. Clean any tools and equipment used. Be responsible for cupboards, counters, sinks, table and stove in Unit II. Help with dishes.
Assistant Preprep	Assist the preprep. Help with dishes.

Station	Responsibilities
Extras (2)	Fill in where students are absent. If none are absent, the manager will assign where needed.
Hostess	Clean dining room: a. Dust furniture, window sills, and bookcase. b. Run sweeper c. Wash tables Place menus in covers. Clean and set up waitress station. Take care of centerpieces. Check table settings and extra equipment. Give menus to customers. Collect money from customers. Wash tables at the end of the serving period. Run sweeper if necessary. Count money - fill out report.
Beverage Cook	Prepare and serve all beverages. Assist the head cook. Clean coffee urn and serving station.
Waitress I	Set Table I 30 minutes before serving time. a. Place settings b. Accompaniments c. Ice water Record customers' selections. Return menus to hostess. Serve customers. Check that they have everything needed. Remove dishes. Serve dessert. Give check. Reset table.
Waitress II	Assist Baker. Set Tables II and III 30 minutes before serving time. a. Place settings b. Accompaniments c. Ice water

Station	Responsibilities
	Record customers' selections. Return menus to hostess. Serve customers. Check that they have everything needed. Remove dishes. Serve dessert. Give check. Reset table.
Pot and Pan Washer	Assist salad cook. Be responsible for washing and rinsing all dishes, glasses, silver, etc. Clean three-compartment sink and shelf over it. Be responsible for white rolling table and cupboards where lunchroom dishes are stored.
Stockroom Worker	Get supplies from the cafeteria. Store supplies not needed by cooks. Go for student milk. Be responsible for cleaning green cupboard, refrigerator, freezer, supply cans, book shelves, and green shelves. Assist with dishes.
Assistant Pot and Pan Washers	Assist the pot and pan washer with all duties.
Laundry Worker	Do all washing and ironing. Clean washer, dryer, and ironer. See that the wash is started before leaving the laboratory. Scrape and rinse dishes. Assist in drying and storing dishes. Clean sink and counters in Unit IV.

Station	Responsibilities
The training stations and their responsibilities for the catering service are:	
Manager	Prepare market order. Supervise the preparation and delivery of the food. Collect money for the sale of food. Assign cooks daily.
Assistant Manager	Receive and tabulate order for following days. Be responsible for checking the cleaning of the laboratory.
Cooks	Prepare and package food for sale. Be responsible for cleaning the laboratory.
Stockroom Worker	Receive and store supplies. Tell manager when supplies are low.

WAGE EARNING III

Wage Earning III
Twelfth Grade
A year course

General Objectives

To learn to get along with others in the work-a-day world
To understand the laws and regulations affecting men and women in industry
To learn procedures to follow when applying for work
To acquire an understanding of the importance of good employer-employee relationship

Specific Goals	Learning Concepts	Activities
To review the employment opportunities related to wage earning in the local area and in other sections of the country	Many jobs are available for well-trained workers.	Discuss the different job openings available. 1. Students bring clippings from the want-ads of local and city papers 2. List the positions students trained in the wage earning course are qualified to fill.
To understand and appreciate other people	It is essential in the working world to understand and get along with people.	Discuss what makes people as they are. List characteristics you like in other people. List characteristics you dislike in others. Dramatize situations showing ways to cope with others who are: 1. Irritable 2. Moody 3. Spiteful 4. Giddy 5. Underhanded

Specific Goals	Learning Concepts	Activities
		6. Complaining 7. "Bossy" 8. "Pushy"
To acquire an understanding of the employee-employer relationship	A good employee must be able to understand and cooperate with the employer.	Students pretend they are employers 1. List what they expect from their employees. 2. Discuss what to do if an employee is: a. stealing b. wasting time c. uncooperative d. poorly groomed e. continually late f. failing to report off when absent Students list what they expect from their employers in the order of their importance. Discuss the above list.
To have a knowledge of the laws and regulations governing employment	To keep the laws and regulations you must learn and understand those affecting you.	Study the Women's and Children's Labor Laws. Have a speaker from the Pennsylvania Department of Labor and Industry explain and answer questions about the laws and regulations.
To learn how social security operates and what it does for you at retirement	An employee that understands what social security does and does not do is more content to make payments and to plan for a better retirement program.	Discuss the social security regulations and benefits. Have a speaker from the social security office explain and answer questions about the regulations and benefits.
To review the principles and techniques involved with: Food Service Clothing Services Home Decorating Services	A worker must be up to date to do well on the job.	Have a complete oral and practical review of all areas of wage-earning.

Specific Goals	Learning Concepts	Activities
To understand the procedures to follow when applying for work	The letter of application or a completed application form is the first contact with an employer. The references used affect the employer's decision. The first personal contact with an employer is at the interview.	Students practice writing letters of application and completing application forms. Discuss and list the kinds of persons to ask for reference. Ask a personnel director to speak to the students telling: 1. What they look for 2. How to act 3. How to dress 4. What to say Practice interviews List questions to ask at interview.
To gain more practical experience in the area of choice	Experience in the work-a-day world is the best teacher.	Each student, placed by the employment office and under the supervision of the school and the employer, works part of a day for a semester in the area of their choice.

EVALUATION FORMS

NOTE:
Document paging skips from page 27 to page 48.

WAGE EARNING STUDY

Employer Form

Please read and respond to all items. Make all responses on the left. Do not sign your name to these sheets. We are only interested in what you feel about the wage earning program, not who makes the response. We will appreciate your honest opinions. Circle the "A" if you agree with the statement and the "D" if you disagree with the statement.

A - D 1. I feel that my employee is satisfied with the teaching competence that he or she is exposed to in the Wage Earning Program.

A - D 2. I think that my employee feels that the teachers are really interested in him as a person.

A - D 3. I think that the students in the Wage Earning Program feel that the Wage Earning teachers really try to teach each person in light of his experiences and background.

A - D 4. I think that my employee's interest in the Wage Earning Program has grown since he or she was enrolled in the program.

A - D 5. To the best of my knowledge I think the students feel that their project expenses in Wage Earning Program are fair.

A - D 6. I think that the Wage Earning Program students now know more of what is expected of a young adult in the labor market than they did before they entered this program.

A - D 7. It seems that these young adults have learned to cooperate more with parents, teachers, and employers since enrolling in the Wage Earning Program.

A - D 8. I think the Wage Earning Program students now see the need for personal dependability in future employment as a result of the Wage Earning experience.

A - D 9. Since enrolling in the Wage Earning Program, school has seemed to become more meaningful for these students.

A - D 10. Participation in the Wage Earning Program has made these students more sincere and conscientious in their school work.

A - D 11. I feel that participation in the Wage Earning Program has influenced some of the student's decisions to remain in school.

A - D 12. The Wage Earning experience seems to have made these students more aware of the differences in individuals and the need to get along and work together.

A - D 13. I think the students would have appreciated the opportunity to have chosen either Wage Earning foods, clothing services, or institutional housekeeping rather than having to take course work in all three areas.

A - D 14. I feel that the Wage Earning experience will contribute to the student's own homemaking skills as well as qualifying him as a potential wage earner.

A - D 15. I feel that the Wage Earning experience gives these students a better chance for employment than they might have had if they had not been in the program.

A - D 16. I approve of student participation in the Wage Earning Program.

A - D 17. I feel that potential employment in the skill areas offered in the Wage Earning Program is available locally.

A - D 18. It seems that the facilities used in the Wage Earning Program are satisfactory.

A - D 19. It seems that the equipment used in the Wage Earning Program is satisfactory.

A - D 20. It seems that the field trips were valuable experiences for the students in the Wage Earning Program.

A - D 21. More field trips to job related enterprises should be planned for the wage earning students.

A - D 22. Wage Earning personnel should locate and invite more community resource persons, who are trained in skills appropriate to the Wage Earning Program, to make presentations to the students. For example - tailors, seamstresses, reweavers, chefs, cake decorators, etc.

A - D 23. It seems that the Wage Earning students are regarded as equals by other students in the high school.

A - D 24. I am satisfied with the skills the students are learning in the Wage Earning Program.

Comments:

Please make any comments or criticisms that you might have of the Wage Earning Program.

Thank you for your time and cooperation.

WAGE EARNING STUDY

Parent Form

Please read and respond to all items. Make all responses on the left. Do not sign your name to these sheets. We are only interested in what you feel about the Wage Earning Program, not who makes the response. We will appreciate your honest opinions. Circle the "A" if you agree with the statement and the "D" if you disagree with the statement.

A - D 1. I feel that my son or daughter is satisfied with the teaching competence that he or she is exposed to in the Wage Earning Program.

A - D 2. I think that my son or daughter feels that the teachers in the Wage Earning Program are really interested in him or her as a person.

A - D 3. I think that the students in the Wage Earning Program feel that the teachers really try to reach each person in light of his experience and background.

A - D 4. I think that my son's or daughter's interest in the Wage Earning Program has grown since he or she has enrolled in the program.

A - D 5. To the best of my knowledge I think that the students feel that their project expenses in the Wage Earning Program are fair.

A - D 6. I think that the Wage Earning Program students now know more of what is expected of a young adult in the labor market than they did before they entered in the program.

A - D 7. It seems that these young adults have learned to cooperate more with parents, teachers, and employers since enrolling in the program.

A - D 8. I think the Wage Earning Program students now see the need for

personal dependability in future employment as a result of the Wage Earning experience.

A - D 9. Since enrolling in the Wage Earning Program, school has seemed to become more meaningful for these students.

A - D 10. Participation in the Wage Earning Program has made these students more sincere and conscientious in their school work.

A - D 11. I feel that participation in the Wage Earning Program has influenced some of the student's decisions whether or not to remain in school.

A - D 12. The Wage Earning experience seems to have made these students more aware of the differences in individuals and the need to get along and work together.

A - D 13. I think the students would have appreciated having the opportunity to have chosen either wage earning food service, clothing service, or institutional housekeeping rather than having to take course work in all three areas.

A - D 14. I feel that the Wage Earning experience will contribute to the student's own homemaking skills as well as qualifying them as a potential wage earner.

A - D 15. I feel that the Wage Earning experience gives these students better chances for employment than they might have had if they had not been in the program.

A - D 16. I approve of my son's or daughter's participation in the Wage Earning Program.

A - D 17. I approve of my son's or daughter's potential employment in the skill areas offered in the Wage Earning Program.

A - D 18. It seems that the facilities used in the Wage Earning Program are satisfactory.

A - D 19. It seems that the equipment used in the Wage Earning Program is satisfactory.

A - D 20. Field trips seem to have been valuable experiences for those students enrolled in the Wage Earning Program.

A - D 21. More field trips to job related enterprises should be planned for the Wage Earning students.

A - D 22. Wage Earning Personnel should locate and invite more community resource persons, who are trained in skills appropriate to Wage Earning Program concerns, to present demonstrations for the students. For example - tailors, seamstresses, reweavers, cake decorators, chefs, etc.

A - D 23. It seems that wage earning students are regarded as equals by other students in the high school.

A - D 24. I feel that employers are satisfied with the skills the students are learning in the Wage Earning Program.

Comments:

Please make any comments or criticisms that you might have of the Wage Earning Program.

Thank you for your time and cooperation.

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WAGE EARNING STUDY

Student Form

Please read and respond to all items. Make all responses on the left. Do not sign your name to these sheets. We are only interested in what you feel about the Wage Earning Program, not who makes the response. We will appreciate your honest opinions. Circle the "A" if you agree with the statement and the "D" if you disagree with the statement.

A - D 1. I am satisfied with the teaching competence that I am exposed to in the Wage Earning Program.

A - D 2. I feel that the teachers in the Wage Earning Program are really interested in me as a person.

A - D 3. I feel that the wage earning teachers really try to teach each person in light of his experience and background.

A - D 4. My interest in the Wage Earning Program has grown since I enrolled in the program.

A - D 5. I feel that my expenses for the projects that I make are fair.

A - D 6. I feel that I now know more of what is expected of a young adult in the labor market than I did before I entered in the Wage Earning Program.

A - D 7. I feel that I learned to cooperate more with parents, teachers, and employers since enrolling in the Wage Earning Program.

A - D 8. Since enrolling in the Wage Earning Program, I see the need for personal dependability in future employment.

A - D 9. Since enrolling in the Wage Earning Program, school has become more meaningful for me.

A - D 10. My participation in the Wage Earning Program has made me more sincere and conscientious in my school work.

A - D 11. My participation in the Wage Earning Program has influenced my decision whether or not to remain in school.

A - D 12. My Wage Earning Program experience has made me more aware of the differences in individuals and the need to get along and work together.

A - D 13. I would have appreciated having the opportunity to have chosen either wage earning foods, clothing services, or institutional housekeeping rather than having to take course work in all three.

A - D 14. I feel that the Wage Earning Program experience will contribute to my own homemaking skills as well as qualifying me as a potential wage earner.

A - D 15. I feel that the Wage Earning Program experience gives me a better chance for employment than I might have had if I had not been in the program.

A - D 16. My parents approve of my participation in the Wage Earning Program.

A - D 17. My parents approve of my potential employment in the skill areas offered in the Wage Earning Program.

A - D 18. I feel that the facilities used in the Wage Earning Program were satisfactory.

A - D 19. I feel that the equipment used in the Wage Earning Program was satisfactory.

A - D 20. I feel that the field trips were valuable experiences in the Wage Earning Program.

A - D 21. I feel that more field trips to job related enterprises should be planned for wage earning students.

A - D 22. I feel that wage earning personnel should locate and invite more community resource persons who are trained in skills appropriate to Wage Earning Program concerns to present demonstrations for us.

For example -- tailors, seamstresses, reweavers, cake decorators, chefs, etc.

A - D 23. Other students regard us wage earning students as equal.

A - D 24. I feel that employers are satisfied with the skills we are learning in the Wage Earning Program.

The following subsections concern various areas of training in the Wage Earning Program and are of most importance to us. On the <u>left side</u> please rank them in the order in which you <u>learned the most</u>. (Number 1 would be the area you learned the most in, Number 2 next most, etc.)

On the <u>right</u> please rank them in the order you <u>liked</u> them the most. (number 1 the area you liked the best, Number 2 next best, etc.)

<u>Learned</u>		<u>Liked</u>
	A. <u>Institutional Housekeeping</u>	
_____	Use and care of cleaning equipment	_____
_____	Proper cleaning procedures	_____
_____	Importance of sanitation	_____
_____	Need and importance of working together	_____
	B. <u>Clothing Services</u>	
_____	Use and care of sewing equipment	_____
_____	Construction of simple dresses	_____
_____	Construction of tailored suits and coats	_____
_____	Drapery making	_____
_____	Slipcover construction	_____
_____	Textile characteristics and care	_____

Learned		Liked
	C. Foods	
_____	Menu planning	_____
_____	Reading and interpreting recipes	_____
_____	Measuring and weighing of ingredients	_____
_____	Food preparation	_____
_____	Sanitation	_____
_____	Food cost	_____
_____	Table setting	_____
_____	Serving of the food	_____

Comments:

Please feel free to make any comments or criticisms that you feel would help future students in the Wage Earning Program.

Thank you for your time and cooperation.

Wage Earning Study Student Form "On the Job" Training

Please read and respond to all items. Make all responses to the left. Do not sign your name to these sheets. We are only interested in what you think about the "on the job" training Program, and not who makes the response. We will appreciate your honest opinions. Circle the "A" if you agree with the statement and the "D" if you disagree with the statement.

A - D 1. I am satisfied with "the on the job" training offered during the senior year of the Wage Earning Program.

A - D 2. I am satisfied that the employers are interested in me as a person.

A - D 3. My interest in this type of an occupation has grown since being employed in the "on the job" training program.

A - D 4. I am satisfied with the moneys received during my "on the job" training.

A - D 5. I think I know more what is expected of a young adult in the labor market than I did before I was in the training program.

A - D 6. I learned to cooperate with other employees and employers while in the "on the job" training program.

A - D 7. Since being in the "on the job" training program, I see a need for personal dependability in future employment.

A - D 8. My "on the job" training has made me more aware of the differences in individuals.

A - D 9. My "on the job" training experience has given me a better chance for employment.

A - D 10. I am satisfied with the skills I have learned in the "on the job" training program.

A - D 11. I am satisfied with the working conditions at my place of employment.

A - D 12. I am satisfied with number of hours of "on the job" training.

Comments:

Please make any comments that you think would help future students in the Wage Earning Program.

Thank you for your time and cooperation.....

TABLES INDICATING ANSWERS

GIVEN ON THE EVALUATION FORMS

TABLE I

	Parent Form			Employer Form			Student Form		
#	A	D	U	A	D	U	A	D	U
1	96%	4%		84%	11%	5%	97%	3%	
2	96%		4%	95%		5%	94%	6%	
3	96%	4%		95%		5%	86%	14%	
4	92%	8%		74%	21%	5%	89%	11%	
5	96%	4%		95%		5%	94%	6%	
6	100%			100%			97%	3%	
7	92%	8%		90%		10%	80%	17%	3%
8	100%			95%	5%		94%	6%	
9	82%	18%		58%	37%	5%	50%	50%	
10	82%	14%	4%	50%	15%	35%	53%	44%	3%
11	75%	25%		53%	15%	32%	56%	44%	
12	100%			95%		5%	80%	17%	3%
13	82%	14%	4%	70%	15%	15%	64%	36%	
14	100%			100%			100%		
15	96%	4%		100%			91%	6%	3%
16	92%	8%		100%			84%	8%	8%
17	92%	8%		95%	5%		91%	6%	3%
18	92%	8%		90%	10%		89%	3%	8%
19	100%			90%	5%	5%	91%	6%	3%
20	96%	4%		84%		16%	91%	6%	3%
21	100%			74%		26%	89%	8%	3%
22	96%		4%	100%			94%	3%	3%
23	86%	14%		58%	5%	37%	80%	17%	3%
24	96%	4%		90%	5%	5%	86%	8%	6%

A - agreed
D - disagreed
U - unanswered

TABLE II

The students were asked to rank the following subsections of the various areas of training in the wage earning program. This is the order in which they learned and liked the subsections taught.

	Learned	Liked
Institutional Housekeeping		
Use and care of equipment	3	3
Proper cleaning procedures	4	4
Importance of sanitation	1	2
Need and importance of working together	2	1
Clothing Services		
Use and care of equipment	3	3
Construction of simple dress	1	1
Construction of tailored suits and coats	2	2
Drapery making	4	4
Slipcover construction	6	5
Textile characteristics and care	5	6
Food Services		
Menu planning	2	3
Reading and interpreting recipes	4	6
Measuring and weighing of ingredients	3	5
Foof preparation	1	1
Sanitation	8	7
Food Cost	7	8
Table Setting	6	4
Serving	5	2

TABLE III

"ON THE JOB" TRAINING EVALUATION FORM PERCENTAGES

A - agreed
D - disagreed
U - unanswered

#	A	D	U
1	90%	10%	
2	95%		5%
3	81%	19%	
4	76%	24%	
5	95%	5%	
6	100%		
7	90%	10%	
8	100%		
9	90%	5%	5%
10	85%	10%	5%
11	85%	15%	
12	60%	30%	

STUDENT DATA SHEET

Wage Earning Program

Altoona Area High School

Name _____
Last First Middle

Address _____

Phone _____

Height _____ Weight _____ Sex _____

Birthdate _____ Birthplace _____

Hobbies

Activities

Parents Name:

Father _____ Address _____

Employment _____

Mother _____ Address _____

Employment _____

Students Employment Record:

Employer Name and Address	Position	Salary	From-To	Reason for Leaving
1.				
2.				
3.				
4.				

Social Security Number _____

Sheet to be completed for all wage earning students by each wage earning teacher

Student Rating Sheet

Wage Earning Program
Altoona Area High School

Student Name _____ Year _____

Course _____ Teacher _____

Rating Chart

Scale: 5 - Outstanding, 4 - Above Average, 3 - Average
2 - Needs Improvement, 1 - Unsatisfactory

	5	4	3	2	1
Ability to learn					
Accuracy					
Attendance					
Care of equipment					
Cooperation with fellow students					
Cooperation with teacher					
Courtesy					
Disposition					
Enthusiasm					
Leadership					
Personal Appearance and Grooming					
Punctuality					
Quality of output					
Quantity of output					
Reliability					
Speed					
Use of Time					

Please put any comments you might have on the back of this sheet.

Market Order Sheet used in Food Service

Ingredient												Total

Duty Sheet Used in Food Service

INDIVIDUAL DUTY SHEET

DATE _____

NAME _____

JOB _____

MENU

Duties: Regular plus these Special

1. _____
2. _____
3. _____

RECIPE SOURCE NUMBER

AMOUNT	INGREDIENT	INSTRUCTION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

NUMBER OF SERVINGS _____ SIZE OF SERVINGS _____

TYPICAL MENUS

WAGE EARNING LUNCHES

HOME ECONOMICS LIVING ROOM

11:20 - 11:50 - 12:20
50¢

Monday January 6

Chili
Fruit Gelatin Salad
French Bread - Butter

Or

Chicken Noodle Soup
Peanut Butter Sandwich
Fruit Gelatin Salad

Or

Chef's Salad
French Bread - Butter
And
Nutmeg Cake

Or
Chocolate Pudding
And
Coffee, Tea or Milk

Tuesday January 7

Salisbury Steak
Baked Potato with Butter
Mixed Vegetable
Hard Roll with Butter

Or

Beef Rice Soup
Tuna Salad Sandwich
Fruit Gelatin Salad

Or

Chicken Salad in Tomato
Hard Roll with Butter
And
Cream Puffs

Or
Vanilla Pudding
And
Coffee, Tea or Milk

Wednesday January 8

Macaroni and Cheese
Buttered Peas
Tossed Salad
Tea Roll with Butter

Or

Potato Soup
Lebanon Bologna Sandwich
Tossed Salad

Or

Macaroni Salad
Salmon Salad
Peach with Cottage Cheese
Tea Roll with Butter
And
Wacky Cake

Or
Jello with Cookie
And
Coffee, Tea or Milk

Thursday January 9

Sauerkraut
Mashed Potatoes
Weiner Sandwich

Or

Chicken Rice Soup
Chipped Ham Sandwich
Banana Nut Salad

Or

Fruit Salad Plate
Biscuit with Butter

Jelly Roll
or
Fruit Cup with Cookie

And

Coffee, Tea or Milk

Friday January 10

Baked Fish
Spanish Rice
Corn
Roll with Butter

Or

Tomato Soup
Toasted Cheese Sandwich
Sea Foam Salad

Or

Potato Salad
Tuna Salad
Sea Foam Salad
Roll with Butter
and
Peach Pie

Or

Banana Pudding
and
Coffee, Tea or Milk

To: All School Personnel
From: The Wage Earning Food Service Junior Class
Subject: Take Home Food Service

Starting Monday, February 3, we will prepare and sell the following foods for you to take home and enjoy. All items must be ordered by 11 A.M. one day in advance and picked up at the close of school in room 310. If you would like something not listed, contact Mrs. Carn for an estimate. Orders may be placed in room 310 from 9:10 until 12:30; by calling the Home Economics Office, Extension 231; or by seeing Mrs. Carn.

Salads

Chicken	$ .80/pt.
Macaroni	$ .35/pt.
Potato	$ .45/pt.
Tuna	$ .65/pt.
Cole Slaw, vinegar dressing	$ .15/pt.
Cole Slaw, creamy dressing	$ .20/pt.
Gelatin (8½" x 6" x 1-3/4" pan)	
Seafoam	$ .60/pan
Yum Yum	$ .70/pan
Perfection	$ .40/pan

Breads

Muffins	
Plain	$ .25/doz.
Jelly	$ .30/doz.
Cinnamon	$ .30/doz.
Biscuits	
Plain	$ .30/doz.
Cheese	$ .40/doz.

Soups

Vegetable	$ .80/qt.
Chicken Noodle	$ .55/qt.
Rice	$ .50/qt.
Beef Noodle	$ .55/qt.
Rice	$ .50/qt.

Casseroles and Main Dishes
(8½" x 6" x 1-3/4" pan)

Macaroni and Cheese	$ .80/pan
Chicken Noodle	$1.25/pan
Baked Beans	$ .30/pt.
Lasagna	$1.40/pan
Ravioli (Frozen - no sauce)	$ .05/ravioli
Sloppy Joe	$1.00/qt.
Meatloaf	$1.25/loaf
Spaghetti Sauce	$ .80/qt.
Chili	$ .75/qt.
Tuna Noodle	$1.25/pan

Desserts

Apple Pie	$ .45/pie
Cream Puffs	$ .08/puff
Carrot Cake	$ .80/9" round 1 layer cake
Pineapple Upside Down Cake	$ .80/cake
Chocolate Mayonnaise Cake	$ .80/9" round 1 layer cake
Cookies	
Brownies	$ .75/doz.
Chocolate Chip	$ .40/doz.
Coconut	$ .30/doz.
Peanut Butter	$ .40/doz.
Cupcakes	
Plain	$ .40/doz.
Chocolate	$ .40/doz.
Spice	$ .40/doz.

Monday, March 17th is the beginning date for the wage earning short order service. The following items will be offered daily.

Sandwiches	
Hamburgers	$ .30
Cheeseburger	.35
Chip Steak	.45
Baked Ham	.30
Baked Ham with Cheese	.35
Grilled Cheese	.25

Desserts	
Grapefruit Half	.15
Desserts of the day	

Salads	
Toss Salad	$ .20
Fruit with Cottage Cheese	.20
Cottage Cheese	.15

Soup	
Cream of Mushroom	.10
Cream of Tomato	.10
Chicken Noodle	.10
Bean	.10

Any item of the day will also be served at ala carte prices.

Wage Earning Lunches

HOME ECONOMICS LIVING ROOM

10:50 - 11:20 - 12:20

Monday March 17

Meat Pie
Toss Salad
Muffin

or

Tuna Salad
Macaroni Salad
Pink Snow
Muffin

and

Apple Crisp

or

Jello with Brownie

and

Coffee, Tea or Milk

Tuesday March 18

Weiner Sandwich
Baked Beans
Fruit Gelatin Salad

or

Chef's Salad
Hard Roll

and

Pumpkin Pie

or

Peach Half with Cookie

and

Coffee, Tea or Milk

Wednesday March 19

Porcupine Balls
Baked Potato
Mixed Vegetables
Muffin

or

Chicken Salad in Tomato
Muffin

and

Fudge Cake

or

Cocoanut Pudding

and

Coffee, Tea or Milk

Thursday March 20

Stuffed Seashells
with Meat Sauce
Seafoam Salad
French Stick

or

Potato Salad
Seafoam Salad
Pickled Egg with Beets
French Stick

and

Pineapple Upsidedown Cake

or

Fruit Cup with Cookie

and

Coffee, Tea or Milk

Friday March 21

Tuna Noodle Bake
Buttered Peas
Toss Salad
Hard Roll

or

Chef's Salad
Hard Roll

and

Peach Pie

or

Jello with Cookie

and

Coffee, Tea or Milk

A G R E E M E N T

The ALTOONA AREA SCHOOL DISTRICT in an effort to provide comprehensive education has established a Wage-Earning Program in the field of Home Economics involving on-the-job training to seniors in the ALTOONA AREA HIGH SCHOOL. This program is operated in conjunction with the Department of Public Instruction and involves Housekeeping, Food Services, and Clothing.

The Legislature in Pennsylvania has passed laws governing the employment of minors which laws vest in the Department of Labor and Industry certain powers regulating the method of operation of such programs. Specifically these laws are:

Act No. 267, June 2, 1913, P.L. 396;
Act No. 177, May 13, 1915, P.L. 286, as amended; and
Act No. 175, April 9, 1929, P.L. 177;

the content of which laws:

1. Sets forth rules to safeguard the lives, limbs, and health of minors in industry.

2. Places the responsibility of complying with the regulations upon both the employer and minor employee.

State Rule M-36 relates to the employment of minors under 18 years of age on power-driven food chopping, meat grinding, slicing, or processing machines. Such employment is prohibited except for apprentices and student learners as defined in Section 2 and graduates of approved vocational, technical, or industrial education curriculum which prepared them for employment in this specific occupation.

A student learner is defined as a minor 16 years of age or over enrolled in a course of study and training in a cooperative vocational training program conducted by a school and employed under a written agreement which provides:

1. That any work in a prohibited occupation is incidental to his training, intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person.

2. That safety instruction be given by the school and correlated by the employer with on-the-job training.

3. That a schedule of organized and progressive work processes to be performed on-the-job shall have been prepared, provided that such written agreement carries the name of the student learner, is signed by the employer, the parent, and the school coordinator or principal, and is kept on file by both the school and the employer.

Under the laws, rules, and regulations as set forth above, it is required that an Agreement be entered into between the employer, student learner, parent, and school coordinator, a copy of which is to be kept on file by both the school and the employer. The execution of this Agreement by the above parties absolves the ALTOONA AREA SCHOOL DISTRICT and any employees involved in the conducting of the program hereinabove referred to from any and all personal liability and from accidental injury resulting to those students enrolled in the aforementioned program and performing any jobs related thereto. The execution of this Agreement by the parents gives full consent to the student being enrolled in this program.

_____
Student Learner

_____
Parent

_____
Parent

_____
Employer

_____
ALTOONA AREA SCHOOL DISTRICT
Coordinator

_____
Date

The student evaluation form which follows was completed by the employer at 3 to 4 week intervals. This form was used by the teachers as a guide to grade the students during their "on the job" training.

STUDENT EVALUATION SHEET

Wage Earning Program

Altoona Area High School

Student's Name _____ Date _____

Place of Employment _____ Job _____

Name of Evaluator _____

RATING CHART

5 ---- Outstanding - Exceptional; consistently excellent; exceeds most all others.

4 ---- Above Average - Better than the average worker; goes beyond; surpasses.

3 ---- Average - Does acceptable work; is adequate; meets the standards and requirements of the job.

2 ---- Below Average - Needs improvement; work is not entirely acceptable; below the standards for the job.

1 ---- Unsatisfactory - Work unacceptable; away below the standards; unwilling to try and improve.

Comments: -

Student Evaluation Sheet - cont'd.

	5	4	3	2	1
Ability to learn					
Acceptance of Employer's Policy					
Accuracy					
Attendance					
Care of equipment					
Cooperation with fellow workers					
Cooperation with Employer					
Disposition					
Emotional stability					
Enthusiasm					
Leadership					
Personal appearance and grooming					
Punctuality					
Quality of output					
Quantity of output					
Reliability					
Speed					
Use of Time					

SAMPLE OF FOLLOW-UP CARD

Dear Wage Earning Graduate:

Please fill out the attached card and return it immediately. In this way, we can keep our records up to date and evaluate the effectiveness of our program.

We hope that you are happy and successful in whatever you are doing.

Sincerely,

Mrs. Luella Carn

Date_____

	Yes	No
1. Are you employed in a job you were trained for in Wage Earning?	___	___
2. Are you employed by the employer where you did your on-the-job training?	___	___
3. Are you employed in a wage earning related job?	___	___
4. Are you taking or have you taken further training?	___	___
5. Are you taking training in another area?	___	___
6. Are you unemployed at the present time? Why?	___	___

Name_____

Address_____

REFERENCE BOOKS

Reference Books

Clothing and Home Decorating Services:

1. Bishop-Arch, The Bishop Method of Clothing Construction, Lippincott, 1959
2. Bishop-Arch, Fashion Sewing by the Bishop Method, Lippincott, 1962
3. Carson, How You Look and Dress, McGraw-Hill Book Company, 1949
4. Craig & Rush, Homes With Character, D. C. Heath and Co., 1966
5. Judson-Landis, Personal Adjustment-Marriage and Family Living, Prentice-Hall, Inc. 1960
6. Krahn & Schwebke, How to Sew Leather, Suede, Fur, Bruce Publishing Co., 1966
7. Landis, Social Living, Ginn and Company, 1958
8. Landis-Landis, Personal Adjustment, Marriage and Family Living, Prentice Hall, Inc., 1966
9. Lester & Kerr, Historic Costume, Bennett Co., Inc., Peoria, Illinois, sixth edition, 1967
10. Lewis-Bowers-Ketterner, Clothing Construction and Wardrobe Planning, MacMillan Co., 1960
11. McDermott and Norris, Opportunities in Clothing, Bennett Co., Inc., 1968
12. Morton, The Home and Its Furnishings, McGraw-Hill Co., Inc., 1953

Food Service:

1. Andrews, Helen Holmes, Food Preparation, McGraw-Hill Book Co. of Canada Limited, Toronto, 1967
2. Cronan, Marion, The School Lunch, Charles A. Bennett Co., Inc., Peoria, Ill., 1962
3. Culinary Institute of America, The Professional Chef, Institutions Magazine, Chicago, Ill., 1967
4. Folsom, LeRoi A., Instructors Guide for the Teaching of Professional Cooking, Institutions Magazine, Chicago, Ill., 1967
5. Fowler, West, Shugart, Food for Fifty, John Wiley & Sons, Inc., New York, 1965
6. Haines, Robert, Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Society, Chicago, 60637, 1968
7. Kotschevar, Lendal H., Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing Corp., Berkeley, Calif., 1966
8. Kotschevar, Lendal H., Quantity Food Purchasing, John Wiley & Sons, Inc., New York, 1966

9. Kotschevar & Terrell, Food Service Layout and Equipment Planning, John Wiley & Sons, Inc., New York, 1961

10. Sullivan, Lenore M., The Sullivan Recipe File, Iowa State College Press, Ames Iowa, 1946

11. Sultan, William, Elementary Baking, McGraw-Hill, New York, 1969

12. Waldner, George and Metterhauser, Klaus, The Professional Chef's Book of Buffets, Institutions Magazine, Chicago, 1968

13. West, Wood, Harger, Food Service in Institutions, John Wiley & Sons, Inc., New York, 1966

14. _____, U. S. Navy and Marine Corp Recipe File, U. S. Printing Office, Washington, D.C., 1966